

FAMILY AND CONSUMER SCIENCES 1 ACTIVITIES

Course Code: 5808

A. Interpersonal Relationships

- 1. Analyze personal character traits that impact interpersonal relationships.**
 - Create a commercial depicting various character traits and how they impact interpersonal skills.
 - Personality pie-Use a paper plate for students to analyze their personality traits.
 - Personal space activity – Students approach each other and get closer until they are uncomfortable.
 - Choose an activity that focuses on the character education trait of the month.

- 2. Compare functions and expectations of various types of relationships.**
 - Create a chart listing the types of relationships, their function, and expectation.
 - Role-play various types of relationships and show how you would respond in different situations.
 - Develop a comparison chart showing functional and dysfunctional relationships.

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B. Career, Community, and Family Connections

- 1. Analyze potential career pathways including the knowledge skills and attitudes associated with Family and Consumer Sciences.**
 - Use computers to explore FACS careers.
 - Divide students into groups and have them create posters depicting the career clusters.
 - Invite guest speakers/panels to talk about different careers.
 - Collaborate with guidance counselors to incorporate career development.
- 2. Demonstrate leadership, citizenship, and teamwork skills required for success.**
 - Participate in team building activities.
 - Complete a service-learning project.
 - Create a poster depicting individuals demonstrating leadership skills and citizenship. Present to the class.
- 3. Identify the purpose, function, roles and responsibilities of professional and youth organizations.**
 - Create a chart/brochure explaining community organizations.
 - Community service day-bring in speakers from various organizations.

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C. Family

1. Analyze the impact of family as a system on individuals and society.

- Identify families portrayed on television and compare to families you know.
- Compare and contrast family structures.
- Debate societies with functional families vs. societies with dysfunctional families.

2. Interpret global influences on today's families.

- Compile a list of jobs/careers lost because of jobs being relocated to other countries.
- Discuss the impact of the loss of jobs.
- Invite professors from a local college/university to share information on global influences on families today.

3. Explore the impact of cultural diversity on individuals and families.

- Choose a culture to research and prepare a PowerPoint presentation on that culture and the traditions.
- Invite parents/teachers, community persons of various ethnicities to share their experiences with the class.
- Plan cultural fair in collaboration with academic subjects.

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D. Early Childhood, Education, and Services

1. Evaluate safe and healthy environments for children.

- Brainstorm unsafe practices in the home, school and community.
- Develop a two-minute public service announcement on safe practices.
- Write an essay focusing on how students can be a positive influence on younger children.
- Contact agencies that govern safe and healthy environments for children and collect printed information.
- Develop a checklist for playground safety.
- Role-play teaching a concept to small children.
- Divide class into 4 groups and assign an age level. Research the physical, social, emotional,
- Research a variety of services offered to the health and well being of children.

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E. Nutrition and Wellness

1. Explain food safety and sanitation procedures.

- Implement kitchen safety standards
- Analyze hazards in the kitchens at home-write a reflection paper.
- Handle cutting tools appropriately.
- Maintain a sanitary kitchen environment.
- Maintain a safe working environment.
- Administer first aid for cuts and burns.

2. Recommend nutrition and wellness practices that enhance individual and family well-being.

- Describe a healthy person.
- Categorize food according to primary nutritional value.
- Analyze the food pyramid.
- Plan a personal diet/exercise program.

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F. Consumer and Family Resources

- 1. Justify the use of resources in making choices that satisfy needs and wants of consumers and families.**
 - Develop and needs and wants brochure and discuss the difference with the class.
 - Group activity – students will form family groups, choose careers, receive a fictional budget and make decisions on how to spend their resources. Resource: SCOIS
 - Invite business/consumer protection agency representative to speak to the class regarding consumer issues.
- 2. Explain the impact of technology on consumer and family resources.**
 - Participate in LifeSmarts competition – www.lifesmarts.org
 - Develop a presentation showing the various new technologically based banking services.
 - Create a list of websites that offer on-line shopping.
 - Locate on-line services that are beneficial to the consumer.
 - List some examples of fraudulent advertising on-line.

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G. Consumer Services

1. **Recommend strategies to improve the environment i. e. conserving, reusing, and recycling resources.**
 - Start a classroom/school-recycling program.
 - Adopt a highway.
 - Design t-shirts to encourage energy conservation. Have a contest that includes a logo and slogan.
 - Collect pop tabs for the Ronald McDonald house.
 - Repair clothing to donate to community thrift shops.

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H. Textiles and Apparel

1. **Compare the ways in which fabric, texture, and pattern can affect visual appearance.**
 - Create a poster depicting elements of clothing design.
 - Conduct a color test.
 - Show pictures of people in different fabrics, textures, and patterns and discuss how they affect appearance.
 - Collect labels from garments that show different kinds of fabrics.